**TPA Approved Lesson Plan Template**

**This lesson Plan Template is a GUIDE. You are not required to use its format as long as you include all the elements here in your plan!**

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| **Desired Results** | | |
| **Relevant Minnesota or Nat’l Content Standards:**  **8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.**  **8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.**  **9.3.5 Analyze recipe/formula proportions and modifications for food production.** | **Learning Objective: Key Understanding(s) you intend students to obtain:**  **\*How Breaking Down Recipes develops nutritional awareness.**  **\*How Catering teams work together to plan and develop menus.**  **\*Why mathematical skills are necessary for the culinary profession.** | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**  **\*Nutritional Information about a variety of fruits and vegetables.**  **\*Recipe Conversion Formula**  **\*Cooking measurement equivalents and conversions** | **What do you want students to be able to do?**  **\*Calculate Caloric Value of recipes**  **\*Calculate calories per serving of recipes**  **\*Convert recipes to accommodate guest count** | |
| **Group Accountability (Formative)**  **How will you check to see whether your class has met your learning objectives?**  **\*Good Class Discussion helps students become more involved with the topic and based on how productive the discussion becomes, I can make a good call on whether or not they obtained the information I wanted them too.**  **\*Whether or not they completed the worksheet successfully and feel confident about the calculations and results.** |  | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  **Conversion Factor**  **Calorie** | **How will you teach this key vocabulary to enable students to meet the learning objective?**  **\*While doing the worksheet together as a class, we can discuss if the students understand these terms in this context and how it ties into the topic.** | |
| **What is the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  **How can we convert recipes to meet guests requests, and how can recipes be broken down to determine nutritional value?** | **How will you differentiate for all the learners (ELL, Sp. Ed., poverty, gifted, etc.) in your class?**  **Differentiation Options: questions, stems, sentence frames, strategies, etc.**  **\*Have classmates help explain, if need be, the information to those who do not understand and use discussion time to have students mentor one another.** | |
| **Materials/Resources Required:**  **Ingredient Information Sheet**  **Recipe Conversion Worksheet**  **Calculator** | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Introduce Scenario and how it is applicable to life | | 2-3 min. |
| Complete worksheet in pairs. | | 8-10 min. |
| Convert Recipe as a Class | | 8-10 min. |
| Play Guess that Fruit or Vegetable for Extra Credit Points | | 5 min. |
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| Create additional boxes as needed. | |  |